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The Pay of American College Professors. Dr. W. R. Harper, President University of Chicago. *Forum*, Sept., 1893.

Zeitschrift für die österreichischen Gymnasien. 28 July, 1893.

Randbemerkungen zu Homer. Von J. La Roche.

Central-Organ für die Interessen des Real Schulwessens.

Formal sprachliche Bildung durch den Unterricht in der Muttersprache, Formal logische Bildung durch den Unterricht in der Mathematik, Von Direktor Dr. Völcker in Schönebeck a. d. Elbe, (Fortsetzung).

Pädagogisches Archiv. August, 1893.

Kinder-Individualitäten und Kinderfehler, ("Kölnische Zeitung," vom 11 Dec. 1892, vom 1 Jan., vom 12 Feb. und vom 19 März, 1893). Die Anlage von Spielplätzen für die Jugend (Kölnische Zeitung, 15 Nov. 1891).

Zu der Besprechung von Madel, die wichtigeren Dreiecksaufgaben aus der ebenem Trigonometrie.

30 Versammlung des Vereins Rheinischer Schulmänner in Köln.

Aufforderung zum Eintritt in den Verein für Schulreform.

Deutsche Mathematiker-Vereinigung.

Der Ueberfluss an Studierenden vor 100 Jahren.

Zeitschrift für lateinlose höhere Schulen. August, 1893.

Allgemeine württembergische Reallehrer Versammlung zu Stuttgart. Von Reallehrer Bessler in Ludwigsburg.

Bemerkungen zum Krupschen Katalog für die Chicago Ausstellung. Von Direktor Dr. Holzmüller.

Geistige Arbeitsvergütung im höheren Unterrichtswesen. Von Dr. T. Adrian in Stavenhagen in M. *Zeitschrift für lateinlose höhere Schulen*. July, 1893.

Die stereometrische Unterricht in der Untersekunda. Von Oberlehrer Presler. Vortrag, gehalten in der Märzsitzung des mathematischen Vereins zu Hanover.

Ein ausländisches Urtheil über Dr. Holzmüller's "Kampf um die Schulreform."

Ueber Währungszahlen und Anwendung der österreichischen Subtraktionsmethode bei mehrsortigen Zahlen. Von A. Krause. Oberlehrer, Cottbus.

FOREIGN NOTES.

ENGLAND.

The Journal of Education, London, September 1, 1893.

The issue of the Annual Report of the Education Department was followed, after a few days' interval, by the Vice-President's statement in the House of Commons. The facts are interesting, as seen through the clear medium of an official document, and still more interesting as coloured by Mr. Acland's personality—his satisfaction and regret, his hopes and aspirations. There are, at present, two special points on which observers look for full information—the effect of the Dyke Code with its new spirit of freedom and trust, and the effect of the abolition (or reduction) of fees.

On the latter point the report is silent, but Mr. Acland was able to inform his hearers that there had been a steady improvement in the quality of the education given. It was becoming less mechanical and more intelligent.

Mr. Acland went to the root of the matter when he said that the great object before them was not merely knowledge, but character. *How* children learn is even more important than *what* they learn. One fact acquired in such a way as to develop the faculties is more profitable than the words of ten facts got by rote, just as one grain thrown into the earth is more productive than ten put into a bag. Mr. Acland, of course, knows, but it is necessary to remind some people that the function of a school is not merely the formation of character, and to remind others that it is not merely the imparting of knowledge. A school does not deserve the name unless it forms character, by imparting knowledge. The fact that it makes its pupils high-minded cannot be considered as sufficient excuse if it should happen to leave them empty-minded.

Before the issue of the Dyke Code, if only one "class-subject" was taken it was bound to be English. If two were taken, English must be the first, and geography (or geography in the lower and history in the upper standards) the second. Now that the choice is practically unrestricted, and, under the head of elementary science, many alternate schemes are provided, we are sorry to see the teachers have taken little advantage of the new liberty granted them. The present returns show only 788 schools taking "elementary science," while English has been taken in 18,175, geography in 13,485, needlework in 7,655, and history in 1,627. The fact is that the dead weight of the old code crushed all the elasticity out of a good many teachers.

CANDIDATES.

What can be done with well-prepared candidates is shown by the London colleges which such candidates chiefly enter. Last year 18 Battersea, 21 St. Marks, and 36 Borough Road students passed University examinations, while the number of former students who, continuing their studies after leaving college, passed such examinations is very much larger. "Thirty years ago," says Mr. Oakeley, "the notion that any considerable number could pass University examinations would have been thought almost ludicrous; our present experience leads to the belief that in a few years it will be the exception not to do so at the great London colleges."

UNIVERSITY EXTENSION.

Professor Jebb's inaugural lecture at the Cambridge Summer Meeting of Extensionists was a brilliant performance. We are glad to find that the subsidization of University Extension will have Professor Jebb's support. We have more than once urged the justice of the claim, though we cannot endorse all the lecturer's arguments. "Elementary education," he tells us "unless crowned by something higher, is not only barren, but may be dangerous. It is not well to teach our democracy to read unless we also teach it to think." This seems to us nothing but a revival of the old Popeian fallacy about drinking deep or not tasting, and the primary teachers who were present must have mentally protested against the implication that they taught nothing but the three R's. Sound learning, however elementary, is neither barren nor dangerous. It is likely, indeed, to fade away and bear no fruit, unless nurtured and stimulated, and this stimulation the University lecturer is well fitted to supply. And as Professor Jebb well remarked, he may himself by his converse with the active workers of the nation learn even more than he teaches.

TECHNICAL EDUCATION.

The most active of all forms of education at the present moment is that of technical instruction. It has begun operation in the counties, it has paved its way in the towns, and the appointment of an educational adviser (Dr. Garnett) to the Technical Instruction Board of the London County Council is the preliminary to decisive measures being taken in London. "We are on the eve of a complete reconstruction of an important part of our educational system." The most remarkable point in connexion with modern education is that secondary education has remained in such a parlous condition, while first elementary and then technical education have moved ahead by leaps and bounds. The only education worth writing about to Ascham and Mulcaster was secondary education. Yet it is a mistake to suppose that the idea of technical education is of mushroom growth. In 1651 Samuel Hartlib wrote "An Essay for Advancement of Husbandry-Learning." In that essay he proposes the establishment of a College of Husbandry and the "taking in" of pupils and apprentices. "If the least part," says he, "of all Industrie is highly improved by Collegiall Institution and Education, how much more may the chief part, and, as it were, the very root of all wealth, be advanced to perfection by their means?" Sir Wm. Petty schemed his "Gymnasium Mechanicum, or College of Tradesmen;" and in 1696 the Quaker, John Bellers, wrote his "Proposals for raising a College of Industry of all useful Trades and Husbandry, with a profit to the rich and a plentiful living to the Poor." Yet the newer methods seem to favor rather the old plan of the itinerant writing master. Meanwhile, the title of Hartlib's book suggests his predecessor—"that noble Advancer of Learning." Bacon's Proem to Book II of the "Advancement of Learning," *mutatis mutandis*, would serve as an argument for secondary education. Hartlib is receiving attention; is Bacon not to have his (very late) turn?

O. B. R.